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ABSTRACT

These curriculum skills units have been developed as a guide to assist educators instructing students with disabilities. Curriculum skills outlined in the text stress strategies needed to: develop effective communication skills, understand practical math and science skills, determine acceptable social skills needed in society, identify those affective and psychomotor skills needed to function successfully in the classroom and community, teach acceptable moral and character development, and provide functional strategies in the five curriculum domain areas for educators to implement. Specific chapters include: (1) "The Disabled, Classified, and Defined" (Francis Harrington and Helen Brantley); (2) "Federal Laws and Government Mandates Affecting Disabled Individuals" (Richard Rembold); (3) "Trends in Special Education" (George R. Taylor); (4) "Behavioral Styles of Disabled Individuals: An Integrated Approach" (Francis Harrington and George R. Taylor); (5) "Parental Involvement" (Loretta MacKenney); (6) "Individual Education Plan" (George R. Taylor) (7) "Curriculum Development for the Disabled" (George R. Taylor); (8) "Curriculum Development: Communication Skills" (Lois Nixon and George R. Taylor); (9) "Curriculum Development: Mathematics, Science, and Social Studies" (George R. Taylor); (10) "Curriculum Development: Social Skills" (George R. Taylor and Loretta MacKenney); (11) "Curriculum Development: Affective and Psychomotor Domain" (Daniel Joseph); (12) "Curriculum Development: Moral and Character Education" (George R. Taylor and Bernadette Francisco); and (13) "Summary" (George R. Taylor). (Chapters include references.) (CR)

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